**Lesson Template**

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| **Desired Results** | | |
| **Relevant Minnesota or Nat’l Content Standards:**   1. **Beginnings of Human Society**   The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.  **Benchmarks**  **2.** Students will describe the development of agriculture and its effect on human communities.  **3.** Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.  **Geography: B. Maps & Globes**  The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.  **Benchmarks**  **1.** Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.  **C: Physical Features and Processes**  The student will use basic terminology describing basic physical and cultural features of continents studied.  **Benchmarks:**  **1.** Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied. | **Learning Objective: Key Understanding(s) you intend students to obtain:**  Understanding why the Nile River was so important to the people of Ancient Egypt.  Understand how Egypt was unified under one ruler. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**   * That the development of civilization in Egypt would not have been possible without the Nile River. * Menes unified the Egyptian peoples. * Egyptians developed methods of irrigation for agricultural use. | **What do you want students to be able to do?**   * Identify where the Nile River, Pe, Memphis, the Nile Delta, Upper Egypt and Lower Egypt are on a map. * Explain the agricultural methods of the ancient Egyptians and how this led to population growth and further development. | |
| **Group Accountability (Formative)**  **How will you check to see whether your class has met your learning objectives?**  Have students tell us what they already know about the Nile River before the lesson and then check their understanding of the lesson at the end with a quiz. | **Individual Accountability (Summative)**  **How will you check to see if individuals have acquired the knowledge/skills you expected them to learn?**  Our cooperating teacher is leading a unit project that will assess each individual student on what they have learned and understand about the content. | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**  Cataracts  Delta  Menes  Pharaoh  Dynasty | **How will you teach this key vocabulary to enable students to meet the learning objective?**  Definitions will be given during instruction. Quiz afterwards will allow us to see if the students remember and understand the definitions. | |
| **What is the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  How did the Nile River valley affect the development of Ancient Egyptian civilization. | **How will you differentiate for all the learners (ELL, Sp. Ed., poverty, gifted, etc.) in your class?**  **Differentiation Options: questions, stems, sentence frames, strategies, etc.**  Majority of students who require extra attention or modifications have access to para professionals in the room. | |
| **Materials/Resources Required:**  Smart board | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Academic Focus question: What do you already know about the Nile River?  After giving students time to write their answer we will call on students to tell us what they came up with. | | 5-7 Mins |
| Instruction: smart board presentation on section 1 | | 30 mins |
| Quiz: List of questions about the lesson. Have students write down their answers and after everyone is done ask them to tell us how they answered each one. This will allow for discussion if students answer questions differently and would like clarification on the correct answer. | | Rest of class period |
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